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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research is an experimental research. According to Gay (2003,p. 367), “Experimental research is a research that can test hypotheses to establish cause and effect relationships.” The design of this research is a quasi-experimental design. According to Nunan (1992, p. 41), “Quasi-experimental design has both pre- and post-tests and experimental and control groups, but no random assignment of subjects”. This research consisted of two variables; the independent variable is symbolized by “X” that is using Three Minute Pause strategy and the dependent one is “Y” that refers to reading comprehension of the eleventh grade students at Islamic Senior High School Kuok. In brief, this research can be designed in the following table:

Table III.1
The Research Design

Groups	Pre-test	Treatment	Post-test
Control	O ₁	-	O ₂
Experiment	O ₁	X	O ₂

Where:

O₁ = Pre-test

x = Treatment

O₂ = Post-test

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B. The Procedure of Implementation Research

In conducting this research, the writer followed some steps. Firstly, Pre implementation step where the writer wrote research proposal and joined the examination. Next, the writer gave try out to the students in order to find out the validity and reliability of the test, then the writer gave pre test to experimental and control class.

Secondly, implementing step where the writer gave treatment 6 times in experimental class, the treatment was given on March 22nd, March 28th, 29 Marchth, April 04th, April 05th, and April 18th. In giving treatment, the writer applied Three Minute Pause strategy. While in control class the writer did not do treatment.

Thirdly, post implementation step where the writer gave post test to experimental class and control class, next the writer scored the result of the students' post test to find out the normality and homogeneity of the test. Then, the writer analyzed students' post test score in experimental and control class in order to know the differences of scores of students' reading comprehension taught by Three Minute Pause strategy and taught without Three Minute Pause Strategy. After that, the writer analyzed students' pre test and post test score by using independent sample t-test to know the effect of using Three Minute Pause strategy on students' reading comprehension. Lastly, the writer got report of result Chapter IV and Chapter V.

C. The Location and the Time of the Research

This research was conducted at Islamic Senior High School Kuok Regency. It was located at Ahmad Rahman Samad street, Kuok. This research was carried out from March to April 2017.

D. The Subject and the Object of the Research

The subject of this research was the eleventh grade students of Islamic Senior High School Kuok, while the object of this research was three minute pause strategy on reading comprehension.

E. The Population and the Sample of the Research

1. Population of the Research

The population of this research was the eleventh grade students of State Islamic Senior High School Kuok which was 215 students, consisting of Seven classes.

Table III. 2
The Population of the Eleventh Grade Students
at Islamic Senior High School Kuok

NO	CLASS	TOTAL
1	XI IPA 1	26
2	XI IPA 2	31
3	XI IPA 3	33
4	XI IPS 1	30
5	XI IPS 2	30
6	XI IPS 3	33
7	XI IPS 4	32
TOTAL		215

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2. Sample of the Research

Based on the population above, the technique sample is cluster sampling. According to Gay (2000, p. 129), cluster sampling randomly selects group, not individuals. All the members of select groups have similar characteristics. Therefore, the writer made some lottery and all of the second class took a lottery, if the class gets a lottery “experiment” and “control” the class was selected to be sample of this research. Finally, the writer took 2 classes (experimental class and control class) in order that the had the same chance as sample in this research XI IPS 1 consisted of 30 Students as experimental class and XI IPS 2 consisted of 30 students as control class. So that, The total sample is 60 students.

Table III.III
Sample of the research

No	Class	Students
1	XI IPS 1	30
2	XI IPS 2	30
Total		60

Technique of Collecting Data

In order to get the data which were needed to complete this research, the writer used the techniques by test.

1. Test

In this research, the data were collected by using test. According to Brown (2007, p. 3), test means that a method of measuring of a person’s ability, knowledge, or performance in given domain. To obtain the students’ reading comprehension by using Three Minute Pause Strategy, the writer gave

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the test. The test was done twice, the first was pre-test that was given before treatment, and the second was posttest that was given after treatment intended to obtain students' reading comprehension of the eleventh grade at Islamic Senior High School Kuok..

Moreover, the type of the test was multiple choice items. Multiple choices are standardized test that will be the inevitable result (Paris, 2005, p. 16). The writer decided the multiple choice items as the research instrument because of some considerations; reliability, efficiency, and also rather sophisticated. It is also supported by Siregar (2013, p. 87), the research instrument should be valid and reliable, and the multiple choice items can cover those requirements. The result of the test cannot be denied by the people. The result of the post test was analyzed as the final data of this research. The test consisted of 25 items. The writer adopted the test from the book and sources that were related. The blue print of the reading comprehension test (pre-test and post-test) is as follows:

Table III.4
The Blueprint Test of Reading Comprehension
(Pre and Post-Test)

Indicators	Question Number (Pre-Test)	Question Number (Post-Test)
Students are able to Find Factual information of text.	1,6,11,16,21	1,6,11,16,21
Students are able to Find Main Idea of text.	2,7,12,17,22	2,7,12,17,22
Students are able to Find the Meaning of Vocabulary of text.	3,8,13,18,23	3,8,13,18,23
Students are able to identify reference of text.	4,9,14,19,24	4,9,14,19,24
Students are able to	5,10,15,20,25	5,10,15,20,25

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identify inference of text.		
	25 Items	25 Items

G. Validity and Reliability

1. Validity

According to Siregar (2013, p. 5), a valid measure is it successfully measures the phenomenon. Validity is the core of the test. Moreover, Siregar said that there are four kinds of validity. They are face validity, content validity, criterion validity, and construct validity. Each of them has different usage and function.

Based on the definition above, to measure whether the test was valid or not, the writer used content validity. In other words, tests were given based on material that they had learned, concerning five components:

1. Students are able to find factual information from the text.
2. Students are able to find the main idea from the text.
3. Students are able to find the meaning of vocabulary from the text.
4. Students are able to identify reference from the text.
5. Students are able to make inference from the text.

The formula for item difficulty is as follows (Heaton, 1998:178):

$$FV = \frac{R}{N}$$

Where:

- FV : index of difficulty of facility value
 R : the number of correct answer
 N : the number of examines or students taking the test

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The formula above was used to find out whether each item of the test is easy. The items that did not reach the standard level of difficulty were revised and they were edited or changed with the new items that were appropriate. The accepted items are the ones which have facility values between 0.30 and 0.70, the index difficulty level of instruments is represented in the following table.

Table III.5
Index Difficulty Level of Instruments

Proportion Correct (p)	Items Category
0.00 - 0.30	Difficult
0.30 - 0.70	Average
0.70 - 1.00	Easy

The standard level of difficulty was used >0.30 and <0.70 . It means that an item is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is less than 0.30 (the item is too difficult), thus, if it is over than 0.70 (the item is too easy). On the other hand, the proposition of correct is represented by “p”, whereas the proposition of incorrect is represented by “q”. The calculation of item difficulty could be seen from following tables:

Table III.6
The Students’ ability to Find Factual information of text

Variable	Students’ ability to Find Factual information of text					N
Item No.	1	6	11	16	21	30
Correct	20	19	16	17	12	
P	0.67	0.63	0.53	0.57	0.40	
Q	0.33	0.37	0.47	0.47	0.60	

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Based on the table III.6, item number **1** shows the proportion of correct **0.67**, item number **6** shows the proportion of correct **0.63**, item number **11** shows the proportion of correct **0.53**, item number **16** shows the proportion of correct **0.57** and item number **21** shows the proportion **0.40**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each item number for finding out Factual Information are accepted.

Table III.7
Students’ ability to Find Main Idea of text

Variable	Students’ ability to Find Main Idea of text					N
Item No.	2	7	12	17	22	30
Correct	12	17	19	15	13	
P	0.40	0.57	0.63	0.50	0.47	
Q	0.60	0.43	0.37	0.50	0.57	

Based on the table III.7, item number **2** shows the proportion of correct **0.40**, item number **7** shows the proportion of correct **0.53**, item number **12** shows the proportion of correct **0.63**, item number **17** shows the proportion of correct **0.50** and item number **22** shows the proportion **0.47**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each item number for finding out Main idea are accepted.

Table III.8

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Students' ability to Find the Meaning of Vocabulary of text

Variable	Students' ability to Find the Meaning of Vocabulary of text					N
Item No.	3	8	13	18	23	30
Correct	11	10	20	18	15	
P	0.37	0.33	0.67	0.60	0.50	
Q	0.63	0.67	0.33	0.40	0.50	

Based on the table III.8, the proportion of correct answer for item number **3** shows the proportion of correct **0.37**, item number **8** shows the proportion of correct **0.33**, item number **13** shows the proportion of correct **0.67**, item number **18** shows the proportion of correct **0.60** and item number **23** shows the proportion **0.50**. Based on the standard level of difficulty "p" < 0.30 and > 0.70 , it is pointed out that item difficulties in average of each item number for finding out Vocabulary of text are accepted.

Table III.9
Students 'ability to identify reference of text

Variable	Students' ability to identify reference of text					N
Item No.	4	9	14	19	24	30
Correct	15	12	20	13	13	
P	0.50	0.40	0.67	0.43	0.43	
Q	0.50	0.60	0.33	0.57	0.57	

Based on the table III.9, item number **4** shows the proportion of correct **0.50**, item number **9** shows the proportion of correct **0.40**, item number **14** shows the proportion of correct **0.67**, item number **19** shows

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the proportion of correct **0.43** and item number **24** shows the proportion **0.50**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each item number for finding out reference of text are accepted.

Table III.10
Students’ are ability to identify inference of text

Variable	Students’ are able to identify inference of text					N
Item No.	5	10	15	20	25	30
Correct	18	13	19	12	19	
P	0.60	0.43	0.63	0.40	0.63	
Q	0.40	0.57	0.37	0.60	0.37	

Based on the table III.10, the proportion of correct answer for item number **5** shows the proportion of correct **0.60**, item number **10** shows the proportion of correct **0.43**, item number **15** shows the proportion of correct **0.63**, item number **20** shows the proportion of correct **0.40** and item number **25** shows the proportion **0.63**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each item number for finding out inference of text are accepted.

2. Reliability

A test must be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Brown (2004) said that a reliable test is consistent and dependable. It means the test should be similar result when the tester gives the same test to the same respondent on two different occasions.

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Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.

There are some factors affecting the reliability of a test, they are:

- a. They are extent of the sample of material selected for testing
- b. The administration of the test, clearly this is an important factor in deciding reliability.

Heaton also states that the reliability of the test was considered as follows (Heaton, 1988:164):

1.0.0 – 0.20	=Reliability is Low
2.0.21 – 0.40	=Reliability is Sufficient
3.0.41 – 0.70	=Reliability is High
4.0.71 – 1.0	=Reliability is very High

Table III.11
Reliability Statistics

Cronbach's Alpha	N of Items
.553	2

Based on the table above, the “Cronbach’s Alpha” column was 0.553, it was 0.553 ($0.553 > 0.41$). It can be concluded that the data was reliable.

3. Technique of Analyzing Data

In analyzing the data, the researcher used pre-test and post-test scores of the experimental and control classes, the data were analyzed statistically. In this research, the researcher used T-tests formula (independent sample t-test) and it was calculated by using software computer program SPSS 17 Version.

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a. Normality and Homogeneity of the Test.

Before analyzing the data by using t-test formula, the researcher had to find out the normality test of the data. The normality test of the data was analyzed by using Kolmogorov-Smirnov technique with SPSS 17 version.

Analysis:

Ha : population with normal distribution

Ho : population with not normal distribution

If the probability > 0.05 Ho is accepted

If the probability < 0.05 Ho is rejected

Furthermore, the researcher assessed the homogeneity of data by using SPSS 17 version. The analysis of the homogeneous test can be seen as follows:

Analysis:

Ha : population with homogeneous distribution

Ho : population with not homogeneous distribution

If the probability > 0.05 Ho is accepted

If the probability < 0.05 Ho is rejected

b. Analysis Data of Independent Sample T-test

In analyzing the data, the researcher used the scores of pre-test and post-test of the students from both of experimental and control classes. In order to find out whether there is or not a significant effect of using three

minute pause strategy on reading comprehension, the data were analyzed by using independent sample t-test. In taking the conclusion, the researcher concluded by comparing t-observed with probability value.

Analysis:

H_o : t-observed < Probability value

H_a : t-observed > Probability value

- a. **H_o** is accepted if $t \leq$ probability value or it can be said that there is no significant effect of using three minute pause Strategyon reading comprehension of the eleventh grade students at Islamic Senior High School.
- b. **H_a** is accepted if $t \geq$ probalility value or it can be said that there is significant effect of using three minute pause strategy on reading comprehension of the eleventh grade students at Islamic Senior High School.

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